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ABSTRACT

In response to the lack of creative or academic performances by urban students at conventions of the National School Boards Association (NSBA), this handbook, directed at urban schools, was produced. It is a step-by-step guide to raising money to support student performers at national events. Section 1 discusses the need for fundraising activities of a professional nature. Section 2 describes how to plan a fundraising program, and Section 3 outlines the four basic steps to a successful campaign--identifying sources of support (individuals, local businesses, and foundations), developing a plan to approach these sources, implementing the plan, and follow-up. Fundraising activities are suggested in Section 4, while Section 5 discusses money management. Section 6 lists sources of information relevant to fundraising. Section 7 contains seven sample fundraising policies from school boards across the nation. The last two sections explain how to compete for performing at NSBA conventions and give tips for achieving fundraising goals. (CMG)

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A Handbook on Developing Means to Underwrite Performances at National Conventions by Talented Students from Urban School Districts

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Foreword

As the American dollar shrinks and aid to local districts becomes a smaller slice of an already diminutive pie, school boards must find alternative means of getting monies to supplement budgets to fund a myriad of programs and activities. Many of these functions are vital and stable components of the educational curriculum and provide students with needed opportunities to expand and enrich their minds, bodies, and talents. Nowhere is this realization more apparent than in our urban school districts.

Urban board members have had much experience with cash shortfalls and are quite aware of the necessity to develop other means to support existing activities and to initiate new activities that can develop and enhance the creative talents of students. The National School Boards Association encourages local school board members to take advantage of opportunities to display the academic and creative talents of their students at national conventions and elsewhere.

Therefore, we encourage members of the Council and others to use this publication as a guide to assist in the development of financial means to support talented urban students and enable them to perform at NSBA conventions. We encourage all who read this publication to explore the suggested strategies within it and wherever practical to use them to increase national exposure for our talented public school youngsters.

Thomas A. Shannon
Executive Director

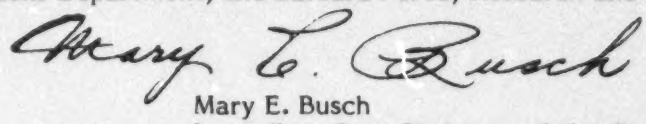
Introduction

At the 1980 NSBA Convention, members of the Steering Committee of the NSBA Council of Urban Boards of Education expressed concern that no urban students had performed at the NSBA conventions for a number of years—even though the conventions had been held in large cities. In response, Council Chairman Virginia P. Rockwell of Denver, Colorado, appointed an ad hoc committee to study the problem.

The committee very quickly discovered that one major reason no talented urban students had been seen at the conventions was a lack of financial support. To see what could be done, the committee began a survey of council member districts as well as other smaller districts to see how they funded the participation of student bands, drama groups, and other talented students at national conventions, parades, and competitions. Successful fund raising, the committee found, was one answer to the problem.

When I took office as Chairman of the Council of Urban Boards of Education, I asked the ad hoc study committee to continue its work and to develop a report that would benefit Council members and other local boards with similar funding needs. This handbook is the result. Directed toward urban schools and urban school districts, it is a step-by-step guide to raising money to support student performers at national events—especially NSBA conventions.

I would like to thank Charles L. Pugh, Committee Chairman, and the members of the ad hoc study committee who accepted the challenge of this project. Also, special thanks to the NSBA staff directors and managers who assisted us in publishing this product: Jeremiah Floyd, Associate Executive Director, Office of Communications and Membership Relations, Sandra O. Heningburg, Director, Urban and Minority Relations Department, and Barbara Forde, Research and Development Manager.



Mary E. Busch
Immediate Past Chairman of the Council

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1. Why Fund Raising

In these days of limited budgets and tax rebellions, school districts are hard pressed to fund even their basic programs. This does not mean that such extra curricular activities as orchestras, sports teams, and drama clubs must be eliminated, but rather that schools must devise other ways of supporting them. One way of easing this financial crunch is fund raising.

How is this "fund raising" different from the bake sales and school band concerts that student groups have always sponsored? To meet their greater funding needs, schools are getting into fund raising activities of a more professional nature. They are still sponsoring concerts, but the performers are professional entertainers, and the tickets are high-priced items. In addition, the traditional fund raising activity is now often a part of a more sophisticated campaign with direct appeals to community individuals, businesses, and foundations.

A well-planned, skillfully directed campaign is essential. According to the Urban Institute, private contributions will decline over the years by billions of dollars as a direct result of the Economic Recovery Act of 1981. With the decline in federal domestic spending, corporations and foundations are besieged with requests. In such an environment, the professionalism and determination of the group seeking funds will determine the outcome of the fund raising effort.

Successful fund raising requires a serious commitment of time, energy, and money and is a long-term process. It has been compared to housepainting: most of the work is in **preparing** to do the job rather than in the job itself. The success of your group will depend on the strength of its commitment to the following principles:

- Fund raising is a broad-based activity that must involve the school board, school administrators, alumni, parents, students, and friends. (Paid staff may sometimes be called in to make the presentation and approach more professional.)

- To be successful, fund raising activities must be as carefully planned as any other educational activity.

- Fund raising should not be thought of as a one-time activity, but rather as a continuing function of the school.

- The scale of fund raising activities should be sufficient to justify the time, energy, and money involved in the planning.

- It takes money to make money. A fund raising program may require an initial expenditure of 25 percent of the money collected to pay for operating expenses. However, those expenses should be cut to 10 percent or less after the program is under way.

2. Planning the Campaign

The secret of success in any fund raising program is an urgent need that is well understood and effectively communicated. You should prepare a project statement for your group outlining the case for support. The statement should first state the problem and then answer a series of questions:

1. What is now being done about the problem?
2. What else should be done about it?
3. What does your group propose to do about it with this project?
4. What will your program cost?
5. How can the potential donor help?

Developing this statement is an important planning step, for the act of writing it will help the group focus its ideas. Volunteers will find it useful later as background material when they go out into the community to sell the project to potential donors.

Selecting the right person to lead the campaign is another important preliminary task. The person chosen should be eager to assume responsibility for the campaign and have the time and energy to devote to it. A good sense of organization, ability to work well with people, and a strong masochistic streak are other necessary qualifications.

Throughout this preliminary planning phase, you will be recruiting volunteers. Your task is to find people who feel as you do and to persuade them to join your effort. Your volunteers can be students, teachers, school administrators, and members of the community. The work the volunteers will do depends on the nature of the projects your group decides to take on: candy sales or helping to organize a fun fair may be appropriate activities for student volunteers, but a campaign to get support from local businesses may require another approach. It is important to put the right person in front of the potential donor—that is, the person requesting a contribution must be someone the donor feels comfortable with, someone from the same social and professional circle. Therefore, it is important to get community leaders involved in your project. They will not only give money but will also have access to others who can give and who may be interested in becoming volunteers themselves.

Once you have a project statement, a chairperson, and a number of volunteers, you are ready to begin more specific planning. Your group will need to decide the kinds of programs it will undertake over a period of time—a fund raising event, a campaign to solicit contributions from individuals and local businesses, or a drive to get a foundation grant. Your program will most likely include at least the first two, and maybe the third as well. The following pages describe more specifically some strategies that will help ensure the success of each.

3. The Direct Appeal

Once you have determined your needs, outlined a general plan of action, and started recruiting your volunteers, you can begin organizing your drive to solicit funds from individuals, local businesses, and foundations. There are four basic steps to a successful campaign:

1. Identifying possible sources of contributions
2. Developing a plan to approach each of your potential sources
3. Putting your plan into action
4. Cultivating your donors once they have begun to support your program.

Identifying Sources of Support

This is perhaps the most difficult step in a fund raising campaign. However, your patience and persistence will be rewarded. As you look for possible sources of contributions and other support, you should know that professional fund raisers have found that 90 percent of the money in a fund raising effort comes from 10 percent of the prospects. Of this group, about 85 percent are individuals, 10 percent are foundations, and 5 percent are corporations. These figures should be your guide in allocating the time you spend identifying potential sources and cultivating donors.

Individuals

Your search for individuals who can make large contributions to your campaign should start with your school board, the group members, and your volunteers. The annual reports of major banks, corporations, museums, colleges, universities, and hospitals in your community will provide you with a list of people who are active on those various boards. If you have recruited your volunteers carefully, it is likely that they will be acquainted with a number of these men and women and will know whether they are likely to respond to your group's needs.

You should keep a file of these names and update it frequently. Since some of these people are probably also involved with local foundations, you will have also started to build your grant reference list.

Local Businesses

Your volunteers and board members, again, are a good source of information, and a number of them will probably have personal contacts among local firms. To get names of other potential donors, you can look in the telephone directory, manufacturers' directories, and annual reports of the local Chamber of Commerce. You may even try walking around the neighborhood and seek to identify as many neighborhood businesses as possible.

Although national corporations themselves are unlikely to fund a local project, you might find some support from corporations or businesses with a physical presence in your own area. You should look for subsidiaries of national companies, distributors, and franchises that might make small contributions to local programs that their company headquarters would ignore.

Foundations

There are several kinds of foundations:

- Community foundations usually fund only local programs, and their grants vary considerably in size. They may fund many different kinds of programs, but because of donor restrictions, they are often limited as to where they can give their money. These foundations are potentially one of the best sources of support.

- Small family foundations should be treated almost as though they were individuals. They may have no staff or only part-time professional staff, and they are often controlled by a board of trustees.

- Large multi-million dollar foundations, such as Rockefeller, Ford, or Carnegie, usually do not fund small, community-oriented groups. Approaching them for support of the type that this handbook envisions would probably be a waste of time.

Identifying possible foundation funding sources will take much time and perhaps some money. Some of the basic research tools may be available in your school libraries or at your local public libraries, but others you may have to buy. See Section 6 of this booklet for a more extensive list of references.

Developing and Implementing Your Strategy

In developing your campaign strategy, the first thing to remember is the old dictum: "People give to people." Therefore, you must find someone to open the door for your volunteers and to arrange a person-to-person visit. Your volunteers may need some written material as background, but they should not try to present a formal, written proposal at this time. Rather, they should outline the proposed program and the group's needs clearly, briefly, and realistically.

The second point to remember is that the most effective campaigns are based on peer-to-peer asking and giving. When prospective donors are asked by someone from a higher social or economic sphere, the request may seem like a directive. When they are asked by someone from a lower social sphere, the request may not have the impact that it has when made by a peer.

Your volunteers should be very familiar with the project and able to respond knowledgeably to questions the prospective donor might ask: What is the money needed for? Exactly how will the money be spent? How will the program be managed? What is the total budget for the project?

Volunteers should be instructed not to play on the guilt of the donor. The donor may give some money the first time, but will probably not listen willingly to the appeal the next. One technique to encourage donations is to establish a leadership gift—the amount you hope to obtain from the biggest givers—at the start of the campaign. You should make the amount flexible so that other donors who cannot afford the highest figure will not be discouraged.

Individuals and Local Businesses

Individuals and local businessmen give for a number of reasons. Most often they give out of interest in the person who asks. Your volunteers should find out everything they can about a potential contributor before they call on him or her, and they must find a person to introduce them.

Calls on individuals should be as personal as possible, but the volunteers should be instructed to keep the visit short and to the point. They should not be evasive. They want this person to give money, and they should ask for it, stating the dollar amount. They should ask for more than they think they will get—a prospective donor will not be embarrassed to offer a smaller amount. They should never ask for less.

One way to make contact with individuals is to ask a community or church group for some time at a meeting. Or your volunteers could get a small group together specifically for the purpose of making an appeal. If the group is a small one, the presentation should be made in an informal, conversational style. If the group is large, prepared handout materials may be useful. The volunteers should always thank the group as a whole for listening and be prepared to follow up by getting in touch with them individually at a later time.

Corporations

Corporations give money through their public relations departments, their urban affairs departments, and their own foundations. Although you may find corporations easier to visit than any other group, they usually do not have staff devoted entirely to their contributions program. Therefore, you should keep your visits and letters brief. It is not necessary to visit the person directly responsible for

contributions. Anyone high enough in the company can refer your request to the right place.

Businesses and corporations may want some publicity in exchange for their money. This can be used to your advantage, but you should check the rules of your district before you accept such an offer.

You should also remember that money is not the only kind of corporate and business support. Corporations may lend people, equipment, or even company facilities to a worthy cause. Just how these might be used to generate financial support for your program will take careful planning and will have to be agreed to by the corporate leaders. Local restaurants, movie theatres, and theatre clubs may contribute a "benefit night." Bakeries and other stores or industries may donate goods or agree to provide your group with their products on consignment.

Foundations

Foundation grants are difficult to get. Most foundations receive thousands of requests a year for funds, and writing the proposals to get the grants is a skill that can only be acquired through years of experience. If you think your project would qualify for a foundation grant, you should get advice from someone who has been successful in negotiating grants in the past. The findings of this study committee suggest that this is not a ripe source of support for the types of programs under discussion in this handbook. However, here are some general tips that may help if you decide to approach a foundation for money.

Try to get an annual report. This will give you information about the foundation—how they perceive themselves, their history, when the board meets to make decisions on grant awards, and guidelines and restrictions on whom you should contact.

A visit to the staff or a personal contact with a board member is usually the most successful approach. Under no circumstances should a proposal be sent cold. If you cannot arrange a visit, you should send a brief letter outlining your program and requesting a visit. This letter should include the budget for the project. When submitting a request, you should keep in mind the size of the foundation.

Following Up

Your volunteers should follow up on every contact. All visits should be immediately acknowledged by a thank-you note, and any material requested should be sent promptly. It is a good idea to call the prospective donor a few days later to see if the material has arrived. You should try to find out when you can expect a response to your request, and you should call or send a note just before that day offering to answer any further questions that the donor might have.

Once an individual makes a contribution, keep him or her informed. Do not wait until you need money again to get in touch. Above all thank your donors personally and keep them informed on how you are spending their money. Someone on your planning committee must be specifically designated to do this on a routine basis.

4. Fund Raising Activities

Fund raising activities, whether small or large scale, require much advance planning. Because of the intensity of the effort, a project chairperson and crew of volunteers should probably be assigned specifically to the project. This crew can and often does contain student members. The first task of this group is to begin the advance planning. They will need to find answers to a number of questions:

1. What product should be sold or what event should be sponsored?
2. Who is the target audience? How can they be reached?
3. How much money will be available to plan, set up, and promote the sale or event?
4. What kinds of donations will be needed to get the project going?
5. Where will the event be held? What special facilities or equipment will be needed?
6. What are the various deadlines (for example, for making a deposit to rent a hall or sending promotional material to a radio station) and how much time is needed?
7. How should the tickets be sold? Who can do the selling?

The answers to these questions will help focus the plans. The more specific steps in preparing for the activity will depend on the kind of event your group has chosen.

Local merchants or industries may be willing to contribute advertising, materials, equipment, facilities, or money to help with your project. You will need to determine your needs, figure out who the most likely prospects are for providing them, and find the best way to approach those prospects (see Section 3).

Fund raising activities generally fall into one of two categories: selling a product and sponsoring an event.

Selling a Product

When choosing products to sell, the first considerations are whether people will buy and how the product must be sold. Is door-to-door selling allowed in your district? How should students handle the money they collect? Should students collect money at all?

Home-made products that students might sell include cakes, cookies, crafts, and candles. These could be sold under controlled conditions, for example, in a school

auditorium or at some central location. Your PTA could be put in charge of the products, and supplies could be donated by local grocers, or parents and students could do some of the baking (this is very often the case in urban as well as other communities). Advertising could be handled by them or by other volunteers.

Another approach would be to have students sell prepackaged products purchased at cost or donated by manufacturers. A local bakery may contribute bread or doughnuts at a reduced cost, or your group might consider selling wreaths or boxes of cheeses and nuts during the Christmas season. There are a number of firms that can provide goods in quantity for sale by nonprofit groups. The products should always be checked for freshness and quality. You should have a written agreement with the manufacturer as to how unsold products are to be disposed of. Sometimes the company will provide promotional and advertising material.

Sponsoring Events

Events your group can sponsor are limited only by your imagination and school district policies. Auctions, bingo nights, bazaars, fashion shows, car washes, concerts, contests, opening night benefits, dinner dances, marathons, and recycling are only a few ideas. Local restaurants might be willing to contribute their coffee money on a particular (well-advertised) day. Or a hamburger shop may allow your group to sell discount coupons: you give them promotion, and they give your group 50 percent of the proceeds. In choosing events to sponsor, your group should ask itself several questions:

- Will the event generate interest within the community?
- Will the event enhance the group's image in the community-at-large? Will it be good publicity for the school?
- How much money will be needed to put on the event? Where will it come from?
- How much will the event gross? How much will your group net from the event? Is the amount worth the effort it takes to make the event successful?

The date for the event should be set far enough ahead that all of the requisite steps can be completed. You should also check to be sure that the date does not conflict with other major organizational or neighborhood events. Your planning must also take into account any problems you may anticipate in conducting the event (loud crowds, traffic, parking, and so on).

To make your sale or event a success, you must advertise widely.

- The event should be announced at as many meetings in your community as possible.

- Fliers and posters should be printed and volunteers should distribute them around the community. Distribution should start about eight weeks in advance of the event. Posters should be checked weekly to be sure they are still up.

- Your group should approach local radio and TV stations asking them to include the event in their public service announcements. (Some stations will even collect donations for fund raising drives.)

- Ads should be placed in local newspapers, church bulletins, and community organization newsletters. Some newspapers have free community service columns, but a newspaper that has only paying ads might agree to contribute free advertising space.

As the date of the event approaches, you should intensify the advertising campaign.

The cleanup after the event is also an essential part of your planning. To maintain good community relations, your group should make itself responsible for seeing that the area where your event was held is clean and that borrowed items are returned. A specific team should be assigned to these tasks.

5. Money Management

A means of accounting for money collected and money spent must be a part of every fund raising campaign. Money collected from any source must be substantiated by receipts and other auditable records. In most instances, a committee member will act as treasurer; however, some school districts will engage the assistance of a board or school treasurer.

Accurate records must be kept. When tickets or merchandise are distributed, a complete list must be kept. The ticket list should include the name of the individual, the number of tickets, and the sequence of the tickets:

> James Doe, 1000 Main Street phone 202-555-1111
> 20 tickets, numbers 0001-0020, @ $5.00 each

A list of products should show, along with the individual's name, the number of items and the price of each:

> Jane Doe, 2000 Front Street phone 202-333-2222
> 20 boxes strawberry candy @ $1.50/box
> 40 bars chocolate @ 50¢/bar

The list should have a place to show amounts received from the volunteer and any tickets or merchandise returned unsold.

Volunteers accepting donations from individuals should carry a form printed with the official school or district logo and with space for the donor's name, signature, address, phone number, and the amount donated. This form will become part of the campaign records. Each donor should be given a receipt showing the date, occasion, and amount collected.

Every financial detail should be controlled through a central office or individual. Whenever tickets are used, ticket reports and unsold tickets must be available for audit. The audit trail is important. When possible, money should be collected in a central office.

Collections must be deposited daily; they must never be left in the school office over weekends or holidays. Bank deposit slips must be prepared in duplicate, an original for the bank and a duplicate signed by the bank teller for the activity accounting records. Shortages must be reported with as much detail as possible to the person in charge. The loss of tickets or boxes of candy must be regarded in the same manner as the loss of cash.

Such careful accounting also has a benefit in generating enthusiasm. You can set up a chart showing tickets or merchandise sold and amounts outstanding to mark your progress from week to week.

6. Where To Go for Help

A good place to start is one of the four regional reference collections operated by the Foundation Center. These offices are located in New York, San Francisco, Washington, and Cleveland:

888 Seventh Avenue
New York, New York 10106
212-975-1120

312 Sutter Street
San Francisco, California 94108
415-397-0902

1001 Connecticut Avenue NW
Suite 938
Washington, DC 20036
202-331-1400

739 National City Bank Building
629 Euclid Avenue
Cleveland, Ohio 44114
216-861-1933

There are also at least 80 cooperating collections, with one or more in almost every state, which carry books and periodicals on fund raising and foundations, writing effective proposals, nonprofit group management, funding special programs, and use of direct mail, television, radio, and computers as fund raising tools.

For the name and address of the Foundation Center regional collection nearest you, call toll free 800-424-9836.

Several publications and other sources of information may be of particular interest:

- The Foundation Directory, with four semiannual supplements. This is the standard reference guide to the field of fund raising. (Distributed by Columbia University Press, 136 South Broadway, Irvington, New York 10533)
- Basic Techniques for Approaching Foundations, Douglas M. Lawson, Foundation Research Service, 39 East 51st Street, New York, New York 10022.
- The Bread Game, Glide Publications, 330 Ellis Street, San Francisco, California 94102.
- The Business Committee for the Arts, at 1700 Broadway, New York, New York 10019, has publications available on corporate giving to arts organizations.

- The Internal Revenue Service provides information on every foundation in the country. Write to the IRS, 1111 Constitution Avenue, Room 1107, Washington, D.C. 20224. The information is available only by state, and charges vary depending on how many foundations are in the particular state.

Other books that might help your research on foundations and corporate giving are Source Book Profiles, the National Data Book, Corporation Foundation Profiles, and Foundation Grants to Individuals. You may find these at the regional reference collection or inquire at your public or university library.

If your project is very large and your funding needs are great, you may consider hiring a professional fund raiser. The function of the person or firm hired is not to raise money, but to help your group raise money. The professional fund raiser will usually ask for a fee—not a percentage. The American Association of Fund-Raising Counsel (AAFRC) can assist you to determine if the institution you are considering is a reliable organization. A list of its member firms may be obtained from 25 West 43rd, New York, New York.

7. Sample Fund Raising Policies

For the safety of students and the legal protection of the school, most districts have policies governing fund raising activities. The policies may specify the hours student volunteers may sell door-to-door and may outline rules for student conduct. They may also prescribe the process for obtaining project approval from the school board or the school principal, rules for use of school facilities, and procedures for managing funds collected.

Before you begin your fund raising program, you should check to see whether your school or district has such regulations. If your district does not, a set of policies should probably be developed. For everyone's protection, your group should know these policies well and follow them closely.

Some sample policies from school boards across the nation are given below.

Sample 1

The one approved fund raising project for each secondary school must meet the following conditions:

A. The form "Request for Fund Raising Activity" must be completed and sent to the office of the area superintendent not later than ten days prior to the activity.

B. No student will be permitted to take part in door-to-door solicitation or sales without a signed consent form from the parents. The signed parental consent form should be filed in the principal's office.

C. No student will be permitted to conduct door-to-door solicitations or sales after sunset.

D. The rules for the conduct of students participating in door-to-door solicitation or sales must be reviewed with all students by school personnel previous to the start of such project.

E. A letter from the person in charge of the fund raising activity stating that the above four conditions have been met, must be on file in the office of the area superintendent prior to the start of the project.

Source: Minneapolis Board of Education, Minneapolis, Minnesota
Date: 8/28/73

Sample 2

Financial Advisory Committee

The principal shall appoint, with approval of the area superintendent, a financial advisory committee composed of at least one teacher and one parent. The committee shall review and advise the principal in fund raising requests, purposes, procedures, and the use of funds raised. The principal shall submit a report of all projected fund raising activities, including time schedule, to the area superintendent for approval. This report shall be amended and approved by the area superintendent before any changes or additional fund raising activities are undertaken. The purposes, procedures, and use of funds must be presented in writing and available to anyone.

General Statutes

Fund raising activities shall be in accordance with General Statutes, Board of Educations Policy and Administrative Rules and Regulations, and directives from the superintendent. These activities shall be approved and monitored by the principal of the school and shall be conducted in such a manner so as not to conflict G.S. 65-68 while still benefiting the student body as a whole.

Solicitation of Funds from Students

Students are not to be solicited in school buildings or on school property for money to support non-school related activities. Because of the nature of their activities, the following agencies and others by special petition to the superintendent may be granted permission to seek school support for their organizations: Charlotte Symphony Orchestra Association, Charlotte Nature Museum, Children's Theatre of Charlotte, Junior Red Cross, and Junior Achievement of Charlotte.

Fund Raising at the Elementary School

1. All fund raising activities for the elementary school are to be approved by the principal in accordance with policy #5135 and these regulations and are to comply with the standards established by the Southern Association of Colleges and Schools.

2. If parents of elementary school students wish to participate in fund raising activities, the sponsoring organization should present written instructions to parents with clear options for participation.

3. Elementary school students (grades K-6) are not to participate in fund raising activities in which they would be selling items or soliciting contributions, pledges, or orders and are not to have money collected from them at school (except as noted in the section on "Solicitation of Funds from Students" contained in these regulations.

4. To encourage community participation, the following fund raising activities conducted by parent groups on behalf of the elementary school are recommended: carnivals, paper drives, book fairs, attic sales, spaghetti suppers, fellowship dinners, bridge benefits, and others.

5. The following fund raising activities conducted by parent groups on behalf of the elementary school are discouraged: selling of products, raffles, certificates, tickets, etc.

Fund Raising at the Junior and Senior High School

1. All fund raising activities for junior and senior high schools are to be approved by the principal in accordance with policy #5135 and these regulations.

2. All student clubs and school organizations shall submit during the first school month their anticipated fund raising activities to the principal with projected revenues and expenditures. If approved, these activities will be incorporated into the school budget.

3. The following fund raising activities are recommended to encourage community, club, class, or school participation: festivals, carnivals, discos, car washes, barbecues, concerts, films, and student-faculty games.

4. The use of instructional time for the purposes of fund raising shall be strongly discouraged.

School Pictures and Yearbooks

1. No school or individual is required to have pictures made.

2. Principals must obtain bids from at least two suppliers on exact written specifications worked out with the school committee.

3. The school committee shall review bids and make recommendations to the principals who shall select the supplier.

4. Copies of the bids with selection indicated shall be filed in the Purchasing Department of the school system.

5. Bids on the specifications shall be at the supplier sales price.

6. Written instructions shall be sent to parents in the picture packet stating the following:

   (a) There is no obligation to purchase pictures.

   (b) A clear explanation of the purchase options.

   (c) An explanation of how much profit is being realized by the school.

   (d) An explanation of how the profit will be used.

7. Purchase options offered in grades K-11 must include one item in a packet at no more than $3 plus tax to parent.

8. Profit realized by a school shall be 50% of gross retail sales less tax, and the school shall have no obligation for the cost of the picutres made by the photographer and not purchased by the parent.

9. Maximum limit per packet is set at $10 plus tax for all students in grades K-11.

10. All students in schools where a yearbook is published have the option of having their pictures in the yearbook free of charge without obligation to purchase.

11. Pictures for grade 12 may be made with proofs furnished and the option to purchase any amount, but must allow a student the option of having his/her picture in the yearbook free of charge without obligation to purchase pictures.

12. Elementary schools may have soft cover picture books and/or group pictures, and the price may not exceed $3 plus tax.

13. Junior high yearbooks must have soft covers and may not exceed a purchase price of $6 plus tax. (See policy and regulations on junior high yearbook #6145.31)

Instructional Related Activities

1. Instructional related activities such as auto mechanics, tailoring, cosmetology, etc., should not be used for fund raising, but a nominal charge will be permitted to offset costs. The principal has the responsibility for final approval.

2. The principal shall approval all fees, charges, and costs of field trips and other activities related to the instructional program. (See policy and regulations on field trips #6153.)

3. The degree to which a student participates in a fund raising activity of any kind shall not be reflected in grades for any subject.

Athletics

1. The admission charged for athletic events for junior high schools and senior high schools shall be determined by the principals and the school system's athletic director.

2. The admission charged for athletic events at senior high schools shall be consistent throughout the school system.

3. Junior high schools may charge for only one athletic event per season approved by the junior high school principals and the school system's athletic director.

4. The athletic director, or person designated by the principal, and the principal shall prepare a budget for each sport or activity to reflect anticipated sources of revenue and expenditures.

5. Prenumbered tickets shall be issued for athletic events for which there is an admission charge.

6. Numbered tickets shall be issued to ticket sellers by the principal or person designated (ticket manager) and shall be accounted for on the Ticket Sales Report. Preferably a ticket manager will be named who does not have coaching or other major responsibilities at the event.

7. The principal or person designated (ticket manager) shall count the receipts in the presence of the ticket seller if possible. In all cases, receipts are to be counted under dual control. If it is not practical or safe to count receipts at the time of collection, they shall be bagged and placed in a night depository for safe keeping until the working day. In no case shall funds be left at school or taken home overnight.

8. Expenses of an athletic contest such as game officials, police, and other helpers shall be paid by check and never directly from the cash receipts.

9. Proceeds from concession stands operated by the school shall be counted under dual control and deposited immediately after closing. In no case shall proceeds be left at the school or taken home.

School Food Sales

1. All food and beverages sold at school shall be in accordance with existing federal, state, and local guidelines, policies, or regulations.

2. The sale of food or beverages of any kind other than by the cafeteria is forbidden until the last lunch has been served.

3. Organizations that conduct fund raising activities such as barbecues shall comply with policies governing free lunch, community use of school facilities, and other guidelines contained in these regulations.

School Supply Stores

Student supply stores are permitted.

Accounting for Funds

1. Fund raising activities must be conducted according to the school system's School Office Accounting Manual.

2. When admissions are charged, a prenumbered ticket system shall be used for any school event. Tickets shall be controlled by the principal or person designated, and ticket sellers shall complete a ticket seller's report accounting for all tickets issued.

3. Receipts from any fund raising event shall be counted and reconciled with the activity report under dual control.

4. Receipts shall be deposited in the school account in a daily basis. Expenses for the fund raising event shall be paid by school check. In no case are expenses to be paid directly from cash receipts.

Use of Funds Raised

1. All funds raised shall be used to benefit the school program.

2. All funds shall be used for projects designated prior to the fund raising.

3. The recommended maximum balance of all funds as of June 30 is as follows: elementary schools, $3,000; junior high schools, $5,000; and senior high schools, $10,000. Schools wishing to save for projects which will require balances in excess of these amounts shall obtain approval of the school financial advisory committee and the area superintendent and notify the Finance Office.

PTA/PTSA, Booster Club, and Other Organizations

PTA/PTSA, Booster Club, and other related organizations are encouraged in their support of the school program. Requests from these organizations should be presented to the school financial advisory committee which will make recommendations to the principal.

Source: Charlotte-Mecklenburg Public Schools, Charlotte, North Carolina
Date: 7/24/79, approved; 10/19/81, amended

Sample 3

The Board recognizes that extra-curricular activities when properly planned and conducted in an appropriate, safe environment represent an essential part of the educational experience. The Board supports such extra-classroom activities and shall attempt to make them available on a voluntary basis to the students. It is the Board's goal to provide each student with a balanced program of academic studies and extra-curricular activities to be determined by the school, the parents, and the students.

Extracurricular activities shall be organized, supervised activities conducted under the auspices of the school system, the local school, or an element thereof and on school system property, which primarily involve students in other than a classroom

situation and for which no credit separate from an approved course shall be given toward graduation. The following may be considered extra-curricular activities:

A. Student government and its related activities and organizations;

B. Judged musical festivals or contests, speech contests, debates, dramatic contests;

C. Organized activities which are a part of interscholastic athletic activities;

D. All types of inter-scholastic competition;

E. Special interest clubs.

The Board shall approve extra-curricular activities through delegated authority to the local school principal. The principal shall keep an up-to-date list of approved activities which shall be circulated by the principal or the principal's designee periodically for review. A faculty sponsor must be appointed to each activity. The sponsor shall attend all activity meetings and shall keep the principal informed regarding the activity. Sponsors shall not be required to be absent from class time to supervise the activity at any level. The principal shall be responsible for either serving as the coordinator of the student extra-curricular activities or shall designate an employee for the County Board of Education assigned to the school or Human Resources Center zone to assume the responsibility under the principal's supervision. The principal and/or designated coordinator of extra-curricular activities shall provide for staff development and training for all sponsors and for officers and leaders of the organization.

There shall be two categories of extra-curricular activities: those which meet during a period or periods listed on the daily schedule and those which meet partly or wholly at a time outside the regular school hours. These activities must not require that participants be frequently absent from regularly scheduled classes. Excessive expenditure of time and effort by participants shall be discouraged. Membership shall be limited to students currently enrolled in school. Organizations or activities which restrict membership because of race, sex, creed, or color shall be forbidden.

Activities sponsored by outside agents shall be carefully reviewed and approved by the school for participation if they have a local school official or groups as sponsor also. Neither students nor schools shall be required to pay entry fees nor purchase materials to participate. Care shall be taken to ensure that organizations sponsoring activities are not using the activity for advertising a company or agency name or product.

Every effort shall be made to prevent extra-curricular activities from unduly interferring with the regularly scheduled school day. Participation shall not be permitted in activities that may cause a school to violate State Accreditation Standards, Regulations of the Alabama High School Athletic Association, or other such organizations.

Source: Birmingham City Schools, Birmingham, Alabama
Date: 4/27/78

27

Sample 4

Fund raising activities involving students of the elementary and secondary schools are endorsed as potentially valuable learning experiences for students provided the following requirements which protect the rights and interests of students and the public at large are met:

1. Safety

   Students shall not be involved without their parents' consent. Students shall not be permitted to solicit sales or contributions in the community at large after dark. Students shall not solicit sales or contributions singly, but only in the company of at least one other student or an adult. Students shall be warned by the responsible administrator to avoid places where there may be large or apparently hostile dogs present. The responsible administrator shall specifically forbid students to go to places where a known hazard exists, such as a busy intersection.

   Students of any age may be involved in soliciting sales or contributions with the school building, but only those of grade 4 and above may be involved in fund-raising activities outside the school. Elementary school students soliciting outside that school must be accompanied by a responsible parent (not necessarily a parent of an involved student).

2. Identification

   Each student involved in soliciting sales or contributions outside the school shall be given a letter identifying him as an enrolled student in the particular school, stating what items are for sale, and for what purpose sales or contributions are being solicited. The letter shall bear the signature of the building principal and will also invite inquiries and give the telephone number to be used.

3. Sales Procedure

   Students involved in soliciting sales or contribuions shall be instructed by the principal or his designee with regard to how to care for their own safety, including specifically the avoidance of the so-called, "friendly stranger." Student also will be instructed with regard to the presentation of pertinent information to a prospective buyer or contributor.

   Students are to be trained to be courteous and efficient in their presentation to the public so that they at all times are good representatives of the school. No funds are to be requested by students until merchandise has been delivered.

4. Implementation

   Principals shall instruct all employees under their jurisdiction in regard to this required procedure. Officials of parent groups shall be given at least one copy of the procedure and invited to discuss it with the principal.

Approval for a proposed fund raising activity shall be requested in writing from the superintendent's office and shall contain the following information:

a. Name of sponsor
b. Sponsor's address
c. Sponsor's phone number
d. Sponsor's organization
e. Fund raising activity
f. Purpose of fund raising activity
g. What student group involved
h. Dates of activity
i. Date of request
j. Principal's recommendation.

Source: Hempstead, New York Public Schools
Date: 12/15/77

Sample 5

Student activity funds may be raised and spent to promote the general welfare, education, and morale of all students and shall finance authorized activities of student organizations and the school district.

Student activity funds are considered a part of the total fiscal operation of the school district, and therefore are subject to the policies and regulations established by the Board of Education and the office of the superintendent. The funds shall be managed in accordance with sound business practices—including sound budgetary and accounting procedures as well as audits—in the same manner as regular district funds. Principals shall participate in the preparation, modification, and interpretation of policies, regulations, and procedures that affect student activity funds.

Student activity funds are to be used to finance a program of authorized school activities which may augment but not replace the activities financed by the district. Funds derived from the student body as a whole shall be so expended as to benefit the student body as a whole, and the student body shall be represented in the democratic management of those funds raised by students and expended for their benefit. Funds derived from authorized clubs and organizations shall be expended to the benefit of the specific club or organization and, insofar as possible, to benefit those students currently in school who have contributed to the accumulation of these funds.

Activity fund raising shall be conducted in such a manner as to offer minimum competition to commercial concerns while still benefiting the student body as a whole.

Authorized clubs and organizations within the schools may use district facilities and equipment for fund raising if such use does not create an additional cost to the district. If additional cost is incurred, the club or organization shall pay such cost.

The purchase of goods and services to be paid for by parents or students which are related to school activities shall be controlled and administered by the building principal through the approved purchasing policy of the Board of Education.

Funds generated by parent/patron organizations, raised directly or indirectly on behalf of any school or school activity, will be deposited in a designated account within that particular school's activity fund. In practice, the school activity fund will serve as the bank for the parent/patron organization.

Source: Boulder Valley Public Schools, Boulder, Colorado
Date: 1978

Sample 6

The school activities fund of each school will include student organization funds and any other funds belonging to any student or class group or activity.

Whether such funds are collected from student contributions, club dues, for special activities, or result from admissions to special events or from other fund raising activities, all such funds will be under the jurisdiction of the school principal. They will be properly accounted for and used only for authorized purposes.

The activities funds of each school will be audited annually by the certified public accountant selected to make an audit of all district funds. An internal audit will also be performed at least annually by the school department business manager.

School athletic program funds will be administered separately, and a checking account will be maintained for athletic funds. Purchase orders drawn against such account will be processed and signed by the superintendent, business manager, and director of athletics. A monthly report of this account will be made to the superintendent in such form or manner as he may prescribe.

Source: Chicopee Public Schools, Chicopee, Massachusetts
Date: 1980

Sample 7

Fund raising projects in which members of groups sell merchandise, provide services, or in other ways solicit money for school activities may be sponsored by the Student Council, PTA, or other school sanctioned organizations. Any such plan shall have a clearly defined purpose and have the prior approval of the principal who will submit it to the Superintendent for information.

Door-to-door sales projects undertaken by any organization using the Waverly Schools name shall be regulated by the Superintendent. Profits shall be used to enhance school programs by providing money for expenditures not normally funded by the district.

All participation shall be voluntary, with written parental consent for children in elementary schools and Waverly East.

Source: Waverly Schools, Lansing, Michigan
Date: 5/8/75

8. How to Compete for Performing at NSBA Conventions

Generally, three performing musical groups are selected to perform at general sessions of NSBA conventions. The performances are not limited to bands. However, if your group is a group or dance ensemble, it must provide its own music.

In most instances, one musical group is chosen from the host state and the other two from outside the state. Groups are responsible for their own travel expenses to the convention, but NSBA provides hotel housing for the students in the group and several accompanying adults representing the school board that sponsors the group. Performances are limited to fifteen minutes, and groups should be no larger than twenty-five members. The group must represent a public school, and it is desirable that the group contain both males and females and be racially mixed.

Interested groups must supply all relevant information—size, awards won, types of music or talent performed, photographs, a tape recording of a performance, and any other material that could be advantageous. Groups are chosen by the producers. The materials should be sent to:

Mr. Neal Love
Wedgewood Productions
P.O. Box 3478
Crofton, Maryland 21114

The application deadline is generally eight months prior to the convention.

9. Tips for Reaching that $$$$$ Goal

- Hire a professional fund raiser if you can.
- Send a staff person to a fund raising training course. (A number of centers specializing in grants training offer courses across the country.)
- Combine your efforts with a neighboring district. Don't be afraid to cross community lines.
- Seek corporate sponsors and initiate a corporate sponsorship program.
- Communicate with other educational organizations to see how they do it.
- Get media support. Invite the press, television reporters, and radio broadcasters to watch your group perform. Encourage them to do a human interest story or lend their talents to support your fund raising activity (by appearing as a host or special guest).
- Talk to your community service officials. Get their support.
- Obtain letters of endorsement for direct solicitation. A famous name attracts a lot of attention.
- Develop a public relations/promotional portfolio for your group—a handy thing to have when meeting with potential supporters.
- Organize a mailing list of corporations, businesses, social organizations, and others who may be potential donors. (Don't be afraid to ask for donations in your letters.)

FUND RAISING ISN'T EASY, BUT HARD WORK, A LITTLE INGENUITY, AND WELL-ORGANIZED PLANS CAN MEAN SUCCESS.

About NSBA....

The National School Boards Association is a not-for-profit organization whose primary mission is the general advancement of education through the unique American tradition of local citizen control. In this way, education policy is decided by board members who are directly accountable to the community. NSBA promotes the quality of education through services to state associations of local school boards and local school districts. It represents school board interests before Congress, federal education agencies and other national regulatory bodies. Active Members of NSBA include the 49 state association of local school boards, the Hawaii State Board of Education plus the boards of education of the District of Columbia and the Virgin Islands. Founded in 1940, NSBA represents about 95,000 of the nation's school board members who, in turn, govern the schools attended by 97% of all public school children.

About the Council

Recognizing the unique responsibilities of public school board members serving the nation's largest cities, the NSBA Board of Directors in January 1967 authorized a special committee known as the NSBA Council of Big City Boards of Education. A nine-member Steering Committee composed of big city board members was elected in April 1967. Eleven years later, the Council membership changed its name to the Council of Urban Boards of Education. The Chairman of the Council serves as ex officio member of the NSBA Board of Directors.

Membership eligibility is extended to school boards serving communities with core city populations of at least 100,000. An exception to this minimum core city population requirement is made for urban boards serving core cities with less than 100,000 residents if they are members in good standing of a state level urban council in their respective state school boards association.

The Council exists to enable school board leaders to gather information, develop recommendations, and take appropriate action to improve the quality and equality of education provided in densely populated cities inhabited by people of widely varying, diverse, and heterogeneous backgrounds.

...SERVING AMERICAN EDUCATION
THOUGH SCHOOL BOARD LEADERSHIP

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